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ABSTRACT

The Open Classroom Institute started June 7, 1971, with a 1-week teacher training workshop followed by a 7-week innovative summer program in various curriculum areas for American Indian students in grades 1 through 3 at Concho School, Concho, Oklahoma. This publication is a statistical descriptive report covering the period June 7 - July 30, 1971. Chapter I provides the background information, the operational pattern, the physical layout of the classroom, and the resource material made available; Chapter II explains the organization of the learning environment in relation to the needs of the students and describes the psychometric and health services provided to students, giving examples of diagnostic reports; Chapter III describes the intensive staff development program; Chapter IV provides a list of suggested recreational and cultural trips which would complement the program; and Chapter V provides an evaluation of the program. (JH)

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# *Final Report*
# *on*
# *The Open Classroom Summer Institute*
# *Concho School*
# *Concho, Oklahoma*
# *1971*

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by
Dr. Maybelle Hollingshead
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Oklahoma College of Liberal Arts
Chickasha, Oklahoma

Submitted to Gabe Paxton
Bureau of Indian Affairs
Anadarko Regional Office
Anadarko, Oklahoma
August 12, 1971

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Final Report

on

# THE OPEN CLASSROOM SUMMER INSTITUTE AT CONCHO SCHOOL CONCHO, OKLAHOMA

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## FORWARD

## AN OPEN CLASSROOM SCHOOL

"Open Classroom"! This term has been heard increasingly among theorists and practitioners of childhood education. This term refers to a new approach to teaching that discards the familiar elementary classroom setup and the traditional, stylized roles of teacher and pupil, for a far freer highly individualized, child-centered learning experience that may hold the key to a radical reformation of primary education.

This approach -- for which the Open Classroom seems the most useful label -- is based on a body of new theory and research on how children do and don't learn, but its attractiveness for educators is is even more directly attributable to the fact that it is highly effective under a variety of circumstances for children between the ages of five and twelve. It has spread widely throughout the British school system since World War II, and in the past five years it has been introduced in a variety of American schools, ranging from rural Vermont and North Dakota to inner-city classrooms in Philadelphia, Washington, Boston, and New York.

Last year the Office of Economic Opportunity sponsored twelve Open Classroom training centers in nine cities as part of Follow Through, its program for continuing the social and intellectual growth of "deprived" children graduating from Head Start programs. The Open Classroom movement has also won the support of the Ford Foundation,

which is funding several efforts to encourage its dissemination in public schools.

There are four operating principles of the Open Classroom. First, the room itself is decentralized: an open, flexible space divided into functional areas, rather than one fixed, homogeneous unit. Second, the children are free for much of the time to explore this room, individually or in groups, and to choose their own activities. Third, the environment is rich in learning resources, including plenty of concrete materials, as well as books and other media. Fourth, the teacher and her aides work most of the time with individual children or two or three, hardly ever presenting the same material to the class as a whole.

The teachers begin with the assumption that the children want to learn and will learn in their fashion; learning is rooted in firsthand experience so that teaching becomes the encouragement and enhancement of each child's own thrust toward mastery and understanding. Respect for and trust in the child are perhaps the most basic principles underlying the Open Classroom.

From the application of these principles derive the most notable characteristics of learning in such a classroom: a general atmosphere of excitement; virtually complete flexibility in the curriculum; interpenetration of the various subjects and skills; emphasis on learning rather than teaching; focus on each child's thinking and problem-solving processes, and on his ability to communicate with others; and freedom and responsibility for the children.

## ACKNOWLEDGMENTS

It is the desire of all who are involved in the Concho Open Classroom Summer Institute that "Open Classroom" will not be just a term, but a reality. A program such as this requires a great deal of team effort in order to succeed. Many people have given significant assistance to this summer institute.

Mr. Gabe Paxton, Educational Director of the Anadarko Area Office, has provided invaluable service throughout the entire program. C. O. Tillman, Superintendent, Concho School; Edward L. Clark, Jesse Hill, and Mary Penoi, Project Coordinators; and BIA Recreational Coordinator, William Glass, have given endless time, energy, knowledge, and encouragement toward the success of the institute. The Concho BIA staff members, Model Teachers, and Pupil Appraisal staff have contributed all the skills possible toward this program, also. "Team Effort" has made the "Open Classroom" a reality, not just a term.

A special thanks goes to Bill Wyrick, BIA Cartographer, for the photography portion of this project report, and to Joe Cully, Anadarko Area Office, and David S. Jones, Concho BIA Counselor, for the video taping done in the classroom.

Dr. Maybelle Hollingshead
Project Director
Concho Open Classroom Institute
Oklahoma College of Liberal Arts
Chickasha, Oklahoma

Dr. Bernard Belden
Assistant Director
Oklahoma State University
Stillwater, Oklahoma

# CHAPTER I

The Open Classroom Institute at Concho School was a cooperative operational program, by contract, between the Bureau of Indian Affairs (BIA) and Dr. Maybelle Hollingshead. The project was funded by the BIA.

The Open Classroom Institute started June 7, 1971 with a one week teacher training workshop, conducted by Dr. Bernard Belden, OSU, and Dr. Maybelle Hollingshead, OCLA, followed by a seven week innovative summer program for students grades one through four. This publication is a statistical descriptive report covering the dates from June 7, 1971 through July 30, 1971.

The first chapter provides the background information, the operational pattern, the physical layout of the classroom, and the resource material made available. The second chapter explains the organization of the learning environment in relation to the needs of the students, a description of the psychometric and health services, and examples of diagnostic reports. The third chapter describes the intensive staff development program, the fourth provides a list of the suggested and recommended recreational and cultural trips which would compliment the program, and the fifth chapter provides an evaluation of the program.

In order to understand and to appreciate fully the Open Classroom Institute, one must review the dynamics of the cooperative efforts that brought about its inception.

## BACKGROUND INFORMATION

The Open Classroom Summer Institute Proposal was an outgrowth of recent studies that Dr. Maybelle Hollingshead helped conduct concerning the academic achievement, and behavioral and social adjustment problems of Indian youth in Oklahoma boarding schools.

At the request of a BIA official, an innovative summer program for teaching students in grades one through four was submitted to the Anadarko Area BIA Office and to Concho Indian School. The proposal was evaluated by Concho Indian School, the Anadarko Area Office personnel, Dr. Peter A. Campanelli, Chief of the Branch of Specialized School Services in Washington D. C., and other BIA officials. During this time of evaluation, C. O. Tillman, Superintendent of Concho Indian School; S. Gabe Paxton, Educational Director of the Anadarko Area Office; and other BIA officials from the Area Office attended a seminar in the BIA Instructional Service Center, Brigham City, Utah, March 30 - April 2, 1971. As a result of this trip, helpful impressions and suggestions were made and incorporated into the final plan.

Dr. Hollingshead had conferences with Gabe Paxton; C. O. Tillman; Jesse Hill, Project Coordinator; Mr. Harvey West, Administrative Officer, Concho Indian School; Earl Yeahquo, Anadarko Area Office; and Dr. Bernard Belden, OSU, and the plans for the Open Classroom were finalized.

In order to provide in-service training, eight persons, including two board members, Mrs. Norma Clark and Mrs. Nancy Woolworth; Project Coordinator Edward Clark; five teachers, Mrs. Lenora Holliman, Mrs.

Juliann Wharton, Mrs. Marilyn Flores, Mrs. Eva Cozad, and Colin Kelley; and Dr. Hollingshead visited the Instructional Service Center and many open space classrooms in Salt Lake City and surrounding area, May 2 - 5, 1971. They reported back to the remainder of the BIA staff, giving their impressions and suggestions.

In order to further prepare herself, Dr. Hollingshead and her husband, Tom, joined a two week study group from Oakland University, Rochester, Michigan, and visited Open Classrooms in England. British Infant and Junior Schools in London, Leicester, Pontefract, Selby, York and surrounding areas were on the itinerary. Dr. Mary Waddington at the University of London and Sir Alec Clegg, West Riding, were instrumental in the training of the study group.

The funds for the Open Classroom Institute at Concho School were approved under Contract B00C14202751.

SPECIFIC PURPOSES OF THE CONCHO OPEN CLASSROOM INSTITUTE

The specific purposes of this institute are:

1. To provide an innovative summer program for teaching students in grades one through four.
2. To appraise the individual students' problems and needs in order that teachers next school year can provide positive treatment.
3. To provide general medical examinations and check the vision and hearing of each child.
4. To design an intensive staff development program which would begin a week prior to the arrival of the students and continue weekly.
5. To carry out research in conjunction with the psychometric services.
6. To provide a recreational and cultural program.

SPECIFIC OBJECTIVES OF THE CONCHO OPEN CLASSROOM

In order to provide an innovative school experience for children one to four, the program emphasis is on the development of a freer, more individualized, child-centered learning environment which provides opportunities for the development of the psychomotor, preceptual, social, emotional, conceptual and language skills of each child.

To achieve this, the following specific objectives are sought:

1. To decentralize the room physically so that it becomes an open flexible space divided into functional areas.
2. To create an environment rich in learning resources, including concrete materials, books, and media.
3. To free the children to explore, work and study in the room, individually, or in groups.
4. To have teachers and aides who openly demonstrate their affection and respect for each child.
5. To design a learning environment to meet individual differences as identified through formal and informal diagnosis.
6. To develop a room organization that provides for instructional guidance activities, experience center activities, and integrated activities.
7. To decentralize the curriculum so that each child is able to work on tasks that he has success with and that are profitable and satisfying to him.
8. To have teachers and aides working most of the time with individual children or groups of two and three.

## STAFFING PATTERNS AND PERSONNEL RESPONSIBILITIES

S. Gabe Paxton, Educational Director of the Anadarko Area Office, gave administrative support and time toward the fulfillment of the Concho School Open Classroom Institute contract. He worked closely with Dr. Hollingshead, Project Director, and C. O. Tillman, Superintendent of Concho School on developing the policies, practices, and innovative procedures outlined in the proposal as approved by the BIA.

Mr. Tillman was charged with the supervision of the Project Director, Dr. Maybelle Hollingshead, and BIA Coordinators, Edward L. Clark, Jesse Hill, Mary Penoi, and William Glass.

The Project Coordinators served as liason people for the Instructional Staff and Recreational Staff. This coordination included the responsibilities of seeing that the facilities and resources were utilized fully and that the flow of communication between staff, administration, and directors was constant so that progress could be made.

The Project Director. Dr. Maybelle Hollingshead, provided the following services: (1) directed and provided the Concho Open Classroom Summer Institute for approximately fifty students in grades one through four; (2) provided psychometric services, physical and health screening, and related research for the Summer Institute; and (3) provided liason services with Oklahoma State University in providing consultative services, extension workshops, and related instruction for staff and students.

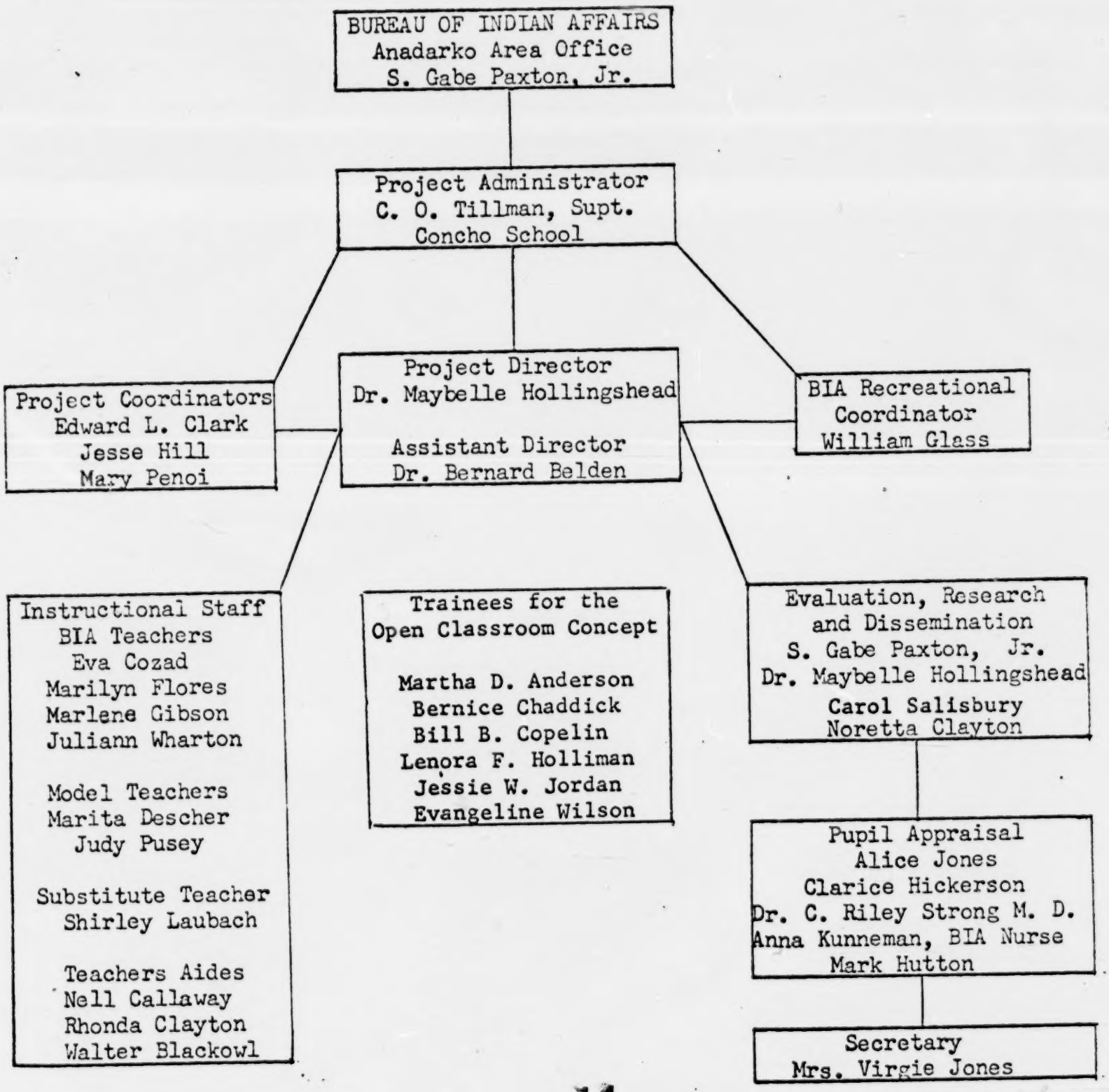
Dr. Bernard Belden, Director of the Reading Center, Oklahoma State University, and Assistant Director of the Concho Open Classroom Institute, was responsible for the in-service training during orientation week from June 7 though 11, and once a week throughout the remainder of the program. This not only involved the Open Classroom instructional staff teaching in the program, but also many of the other BIA teachers at the Conch School.

The BIA Recreational Coordinator, William Glass, assumed the responsibility of the cultural and recreational trips. The Project Director suggested and recommended certain excursions that would compliment the program.

The Evaluation, Research and Dissemination Division assured that the interpretations drawn from the results were correct and meaningfully reported.

The Pupil Appraisal Team was directly responsible to the Project Director for providing diagnostic evaluation of the individual students. This study included medical, visual, auditory, linguistic, intellectual, neurological and emotional screening by professionals.

OPERATIONAL PATTERN
SUMMER INSTITUTE FOR INDIAN YOUTH
CONCHO SCHOOL, CONCHO, OKLA.



# CONCHO SCHOOL STAFF

## STUDENT ACTIVITIES STAFF

William Glass, Education Specialist
Loyd F. Dyer, Recreation Specialist
George E. Bert, Jr., Educational Aid
Norman F. Bushyhead, Educational Aid
Violet K. Kauley, Educational Aid
Steve A. Paniagua, Educational Aid

## SECRETARIES

Lena Newcomb, Secretary (Stenography)
Colleen Cometsevah, Clerk-Typist
Ahinawake Nibbs, Clerk-Stenographer
Virgie R. Jones, Clerk-Stenographer

## FOOD SERVICES

Ralph Kauley, Sr., Head Cook
Verl Ahdunko, Assistant Cook
Thelma Eaglenest, Head Waiter
Cecelia Blackwolf, Cook
Frances Doyebi, Cook
William Fletcher, Food Serv. Worker
Dwight Fletcher, Food Service Worker
Bernice Kihega, Food Service Worker

## DORMITORY STAFF

Thomas Chubbee, Education Specialist
Charles E. Jones, Education Specialist
Ruby Lopez, Supervisory Instruct. Aid
Frank Palmer, Supervisory Instr. Aid
June Black, Instructional Aid
Violet Franklin, Instructional Aid
Ida S. Grant, Night Attendant
Karen Griffitts, Instructional Aid
Gladys Hancock, Instructional Aid
Wilma Madbull, Instructional Aid
Esther Pawnee, Night Attendant
Esther Lamebull, Instructional Aid
Ruth Orange, Night Attendant
Maud Wolftongue, Instructional Aid
Cynthia Ahdunko, Night Attendant
George E. Bert, Instructional Aid
Clarence Blackowl, Night Attendant
Donald G. Blackwolf, Instructional Aid
Hugh Doyebi, Instructional Aid
Jessie M. James, Instructional Aid
Mattie Tsoodle, Instructional Aid
Wilma Whitebead, Night Attendant
Emma Perry, Instructional Aid
Lucille Youngbull, Instructional Aid
Christine Blackowl, Instructional Aid
Laird Cometsevah, Instructional Aid

## JANITORIAL

Richard Kihega, Janitor
Busby Weaselbear, Janitor
Edward Black, Janitor

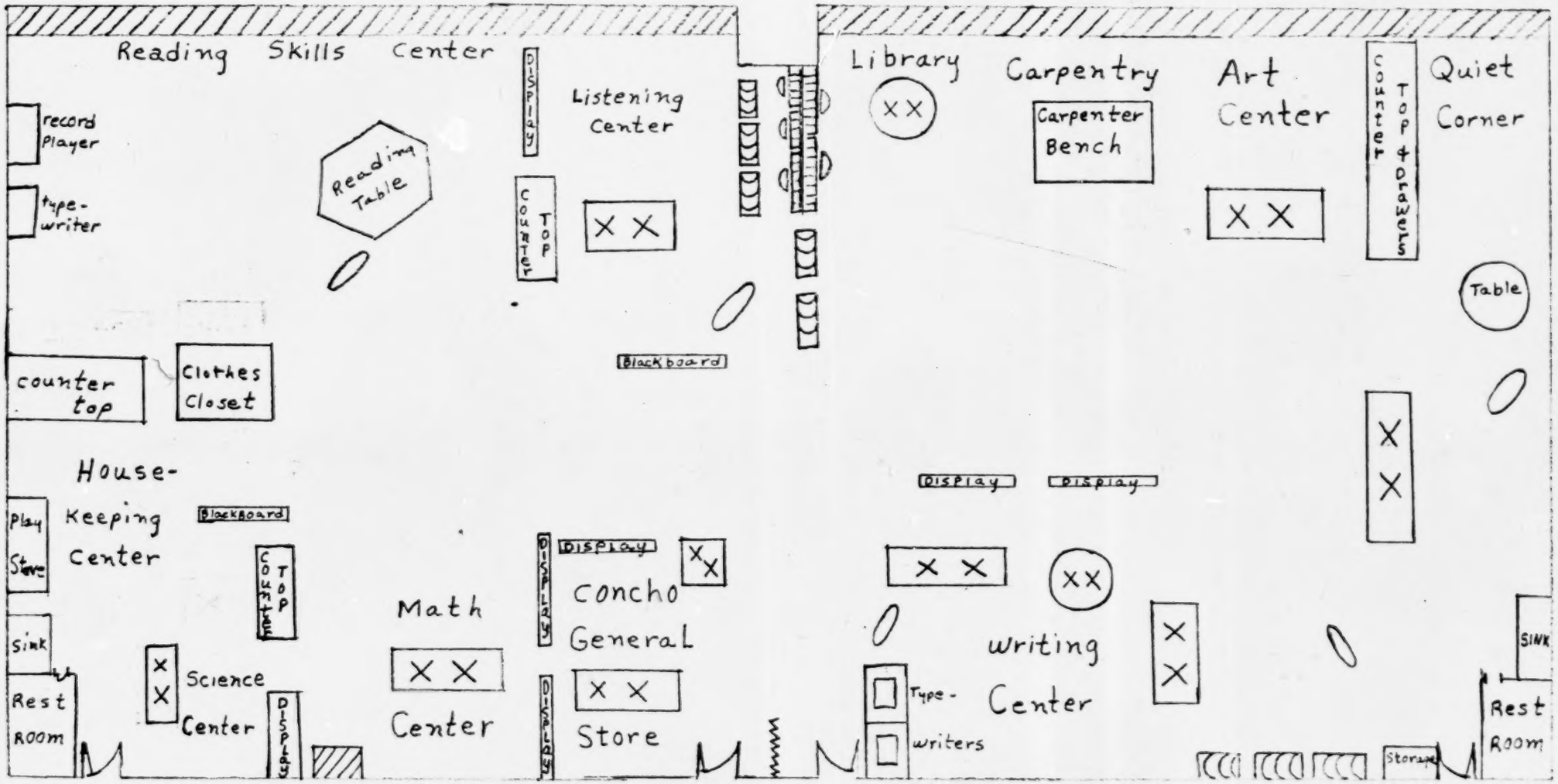
## PHYSICAL STRUCTURE OF CLASSROOM

In order to prepare for the Open Classroom Institute, physical room structure had to be changed. Two large air conditioned rooms that had a divider wall between were converted into one large area which was functionally arranged to create a stimulating and motivating environment for Concho's primary children. An attractive brightly patterned rug covered the floor, and areas or centers lined the walls, each designed to meet certain objectives of the Primary Program. There were tables for various kinds of activities, arranged in conjunction with bookcases, display racks and stand-up charts so that eleven alcoves were created around the room. Some were devoted to activities designed to develop readiness for various kinds of learning; others gave the children an opportunity to explore and to make discoveries about himself; and still others made it possible for him to express himself and his feelings. These interest centers involved reading, writing, listening, math, science, carpentry, art, and a library. Two role-playing centers housed a Concho General Store and a housekeeping area. There was also a "quiet corner" for those who just wanted to rest or be alone for awhile.

## RESOURCE MATERIAL

The BIA provided unlimited material resources such as library books, recording tapes, educational games, charts, printing sets, cardboard carpentry, mathematical equipment, science equipment, camera kits and rhythm band kits as well as basic supplies. Such equipment as typewriters, recorders, readers, and projectors were made available also.

THE ORGANIZATION OF FURNITURE AND THE LOCATION OF VARIOUS ACTIVITIES

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tables ××  carrels ≡

# CHAPTER II

## ORGANIZATION OF THE LEARNING ENVIRONMENT

The organization of the learning environment grew, not from a curriculum guide or a set of textbooks in the various fields, but from a serious study of the learner and his needs. The study included medical, visual, auditory, linguistic, intellectual, neurological and emotional screening by professionals. The teaching staff contributed understandings from various informal tests in reading and mathematics, as well as their observations of children in learning and social-personal situations. Diagnosis in the classroom setting was continuous and data were constantly being added, conclusions revised, and programs modified. From the insights gained from the diagnosis, the Project Director and teachers were able to develop the program and plan the activities to meet the needs identified. Directed learning activities were designed and centers were arranged to guide further study and discovery by children.

As part of the diagnostic concept, the staff sought input to their understanding of children from the children. By providing alternatives to achieving the same goal, the children revealed how they best learned and how they perceived their own needs. Children were given freedom in selecting activities. Each child had a name tag, and he put this on the assignment chart, indicating his choice. He would even move his tag if he wished to change his activity. The program was flexible enough for come to finish early and for others to work longer, and to finish without a clock ringing.

There were sixty-seven children enrolled in grades one through four. Because of this over-enrollment, due to excellent publicity by C. O. Tillman, Concho Superintendent, the fourth grade was dropped from the Open Classroom Institute so that enrollment would not be over fifty, as called for in the contract. The enrollment was forty-eight. The children worked with six teachers and two aides in "family style" grouping. Combining two or three grades was once a necessity and frequently a liability, but now it was a virtue and an asset to the program.

For learning, the staff organized three types of experiences, bringing together the "new" ideas of openness and combining them with those successful experiences of the more traditional classroom. First, the organization made it possible for the staff to work intensively with a few or even a single child in an area or skill. This Instructional Guidance Experience was based on the diagnostic study of the child. While the staff worked with these children, the other children were engaged in a second type of experience provided by the teachers. At another time in the day, integrated experiences were provided. Here the whole class worked on understanding in the same area. The study of Plains Indians served as the Integrated Experience for this group of young 20th Century Cheyenne, Arapaho, Kiowa, Wichita, Comanche, Sioux, Ponca, Otoe, Caddo, Shawnee, Pawnee, Apache, and Deleware Indians.

The morning usually started with a short session for planning and for organizational purposes. Quickly, the children divided into their teaching groups. Here another planning session determined who would work with the teacher in the Instructional Guidance Ex-

perience and which ones would go to various centers. A child could go to any center that had room for him.

During the child's time at the Instructional Guidance activity, his teacher provided him with a very specific directed learning activity from a textbook or other aids, drawing upon any of the available commercial materials or on a teacher-prepared worksheet. The teachers and aide not only directed the Instructional Guidance, but planned, organized and monitored two or three of the Experience Centers at the same time.

Much of the language learning took place in the Instructional Guidance situation. The Experience Centers extended the opportunities for language development many times. Books were available and time to browse and to select was allowed. Listening to books sharpens the desire to read, so teachers had recorded stories to add to the records, filmstrips, and films available for this purpose. Opportunities to try writing skills on a typewriter, chalkboard or with a printing set contributed to a growing proficiency in writing.

The Science Center provided continuous opportunity to observe and to make discoveries about the world around them. The number center gave a boost in understanding numerical concepts by first manipulations and discovering, and, after an Instructional Guidance lesson, by coming back to the center and testing. Areas of the curriculum often neglected by traditional schools were provided in Experience centered rooms through role playing in the kitchen and store centers. Construction, painting, and other art experiences became everyday affairs with the availability of materials in the carpentry and arts centers. Blocks,

games, and puzzles played important roles in the development of the young children. Attaining the age of six is no guarantee that children are ready to abandon the learning that takes place with these concrete objects. In fact, they provide the "readiness" for a child's abstract development.

The advantages of the "family grouping" were most apparent during the Integrated portion of the day. Here the study was contributed to by children of different ages bringing different features together. There were large group, small group, and individual projects focusing on the theme, Plains Indians. The first two weeks the study was divided into five sections: history and costumes; art and architecture; food; music and dance; and folklore. During the third week areas of Indian handcraft and art were developed, and students chose which area they preferred. Films were used to supplement the program. The following outside resource people contributed their various talents:

Jesse James, El Reno, demonstrated dances.
Martha Anderson, El Reno, displayed Indian costumes through the use of dolls and showed examples of different basket weavery.
Frances Doyebi, El Reno, helped the foods section, and under her guidance they made fried bread which was served to all.
Pete Shepherd, El Reno, told Indian folk stories.
Lucille Youngbull, Elk City, taught beadwork using looms and how to make dolls.

Edward L. Clark, Project Coordinator, contributed Indian stories and arranged a special program featuring "Buck" Hamilton, his wife, two sons and granddaughter from the Cheyenne Tribe , Wichita, Kansas. The integrated portion of the day frequently stimulated activities for the rest of the day.

Credit is hereby given to Millard B. Clark who was the head drummer for the above group and for the summer program.

The interpenetrations of subjects and skills worked throughout the day. A child working in an Instructional Guidance activity in reading could utilize the skill to read an "Indian" reference book. His art activity provided him with a means to organize and to think about his reading. The book and art became his report for sharing in the Integrated portion of the day.

The social development of a young child was enhanced by his cooperation, giving and taking, sharing, helping, in the role playing situations of the family center, the carpentry, games, etc. Emotional strengthening came from these social exchanges. Friendships were developed and deepened when children were free to respond in non-competitive situations. The child who "had had it" from his peers or his teacher could, in this flexible environment, get away from it all and find a private place and a private time until he could recover his equilibrium.

Psychomotor skill development opportunities abounded in this manipulative environment through the use of blocks, clay and carpentry. Perceptual skills were likewise refined and developed by the various equipment and materials in the room such as Thinker Boxes, art, and puzzles. The opportunities for careful concept development in contrast to rote learning were provided through the environment. For instance, the manipulative materials and discovery equipment in the mathematics and science areas are illustrative of this.

Language activity in a traditional classroom is frequently limited to directed lessons with little opportunity for children to use the language. In the Open Classroom Institute, language was used con-

stantly. Speaking, listening, conversation, reading and writing went on all day somewhere in the room. Children were in control and directing much of the language usage.

Recognition of the importance of reading in the 20th Century lead the staff to a three-fold approach. During the Instructional Guidance session, all of these approaches were observed. Children were guided through one of the more structured set of materials available from the publishers. Language experience approaches utilizing observation, verbalization and dictation to develop reading materials were used with both beginners and advanced readers. Independent readers used self-selection approaches, conferring with their teacher and sharing with their classmates.

This open learning environment was based on the following premises:

Children do want to learn.
Children will learn in their own fashion.
Children must be successful while learning.
Children must receive approval from their teachers.
Children must receive approval from their peers.
Learning is rooted in first-hand experience.
Learning is thinking and problem solving.
Communication is the vehicle for learning.

A DESCRIPTION OF THE PSYCHOMETRIC AND HEALTH SERVICES

A pupil must be diagnosed before educational prescriptions can be given. Following are descriptions of each test administered to the Concho children. Some of the students did not receive all the tests because of absenteeism or withdrawal from the program.

SWCEL. The SWCEL Test assesses the performance of four to seven year old children as speakers of English by eliciting their verbal responses. It measures aspects of vocabulary, pronunciation, and syntactic construction. Items comprising the vocabulary section provide data for the pronunciation category as well. In the latter section, the phonemes covered in the test include twelve vowels and diphthongs, eleven single consonants, and eight clusters of two consonants. Grammatical items from the major portion of the test vary in complexity, ranging from single words, such as a possessive pronoun, to phrases and sentences. Noun phrases were designed to test the speaker's ability to control such constructions as articles, quantifiers, and demonstratives, prepositional phrases, singular vs plural nouns, and direct and indirect objects, etc. Pronouns in varying usages also were elicited. Control of verb phrases was examined with respect to tense, appropriate use of auxiliary, negation, and agreement with noun phrases. Prompting cues were used for many of the items to elicit responses indicating the speaker's ability to produce well formed sentences.

ITPA. The object of the Illinois Test of Psycholinguistic Abilities is to delineate specific abilities and disabilities in children, ages

two through ten, in order that remediation may be undertaken. The child's level of performance is assessed in ten areas of psychological development: Auditory Reception, Visual Reception, Auditory-Vocal Association, Visual Motor Association, Verbal Expression, Manual Expression, Grammatic Closure, Visual Closure, Auditory Sequential Memory, and Visual Sequential Memory. By assessing intra-individual abilities and disabilities in the various processes of communication, this test can be a useful tool in counseling children with social and educational adjustment problems.

WRAT. The Wide Range Achievement Test (Level I) is designed for use with children between the ages of five years 0 months and eleven years eleven months and is a convenient tool for the study of the basic subjects of reading (word recognition and pronunciation), written spelling, and arithmetic computation. It was designed as an adjunct to tests of intelligence and behavior adjustment. The method of measuring the basic subjects was advisedly chosen to achieve the following ends: (1) to study the sensory-motor; (2) to provide simple and homogeneous content; and (3) to avoid duplication and overlapping with tests of comprehension, judgment, reasoning, and generalization studied by means other than reading, spelling, and arithmetic.

BENDER-GESTALT. The Bender-Gestalt test was designed for the age range of four to adult to assess maturation in visual motor gestalt functions. It permits personality description and diagnosis. The educational goals related to the use of this test are the screening for

school readiness and, due to the role of visuomotor perception in the early stages of learning, the prediction of school achievement in young children. The guidance goals related to this test are the recognition of emotionally disturbed and mentally defective persons and the development programs to aid these persons.

HOUSE-TREE-PERSON. The H.T.P. attempts to appraise the total personality of a given subject by presenting the subject with stimuli which are so completely familiar that, in drawing them, he must project. In a sense, therefore, each drawn whole is to be regarded as a self-portrait. It is further postulated, that the H.T.P. is a valid measure of intelligence through quantative and qualitative scoring.

The House: As a dwelling place, it may be assumed to arouse with the subject, associations concerning home life and intra-familial relationships.

The Tree: As a living or once living thing in a stressful environment, it may be presumed to arouse associations concerning the basic relationships that the subject experiences with his environment in general.

The Person: Is visualized as a living, or once living, human being.

WISC. The WISC is designed to measure the general level of intelligence of an individual and can be of use in analyzing a child's cognitive and effective processes as they relate specifically to behavior both in the home and in the classroom.

Only two subtests were given: Vocabulary for Verbal Scale IQ and Block Design for Performance Scale IQ. The Block Design Subtest measures

ability to analyze, synthesize, and reproduce an abstract two-dimensional geometrical pattern. The Vocabulary Subtest measures the general intellectual level and reflects educational level and environment. Content and manner of word definitions often yield clues to a child's background. These two subtests comprise the Simpson Bridges Short Form of the Wechsler Intelligence Scale for Children and results in a predicted intelligence quotient.

DURRELL ANALYSIS OF READING DIFFICULTIES. This is a diagnostic reading test which enables the examiner to discover specific areas of reading aptitude and/or disability. Once an area of disability is located, further testing can discern exact areas of weakness.

Another informal reading test was given, and an informal mathematics test was also administered so that areas of strengths and weaknesses could be discerned.

A general medical examination was given each student by Dr. Riley Strong, Phelps Clinic, El Reno, and Anna Kunneman, BIA Nurse.

Mark Hutton, Director of Speech and Hearing Clinic, Oklahoma College of Liberal Arts, Chickasha, administered the Audiometric Evaluation which involved the puretone hearing screening.

Clarice Hickerson, a Pupil Appraisal staff member, gave the vision screening for near and far vision, fusion, depth perception and color blindness through the use of a Keystone Telebinocular.

Pages 22 through 27 inclusive are actual evaluative reports exemplifying the types of reports included in another brochure.

OPEN CLASSROOM SUMMER INSTITUTE
Concho, Oklahoma
1971

Dr. Maybelle Hollingshead
Director

Dr. Bernard Belden
Assistant Director

Name _____ C-Age 8-9 Grade 3

Tribe Pawnee Date of Birth 09-22-62 (M) (F) F

Parent or Guardian [redacted] Address

## TEST RESULTS

Illinois Test of Phycholinguistic Abilities

| | RECEPTION | | ASSOCIATION | | EXPRESSION | | CLOSURE | | SEQUENTIAL MEMORY | |
|---|---|---|---|---|---|---|---|---|---|---|
| | AR | VR | AA | VA | VE | ME | GC | VC | V | A |
| Raw Scores | 38 | 27 | 29 | 27 | 26 | 19 | 23 | 24 | 6 | 25 |
| Age | 9-2 | 8-10 | 8-3 | 8-5 | 6-10 | 5-6 | 7-7 | 7-2 | 3-4 | 6-10 |

| | WRAT | | | WISC | | | SWCEL | | |
|---|---|---|---|---|---|---|---|---|---|
| | R | S | A | BL | V | FS | | | |
| Raw Scores | 61 | 35 | 25 | 10 | 22 | | | | |
| | 4.5 | 3.2 | 2.6 | 10 | 8 | 96 | | | |

Bender Visual Motor Age 7-0 House-Tree-Person X

Physical _____ Recommendations _____

Hearing: A mild conductive loss of hearing sensitivity bilaterally.

Recommendation: Ear, nose, and throat examination.

Visual Check X Recommendations _____

KEY:

Illinois Test of Phycholinguistic Abilities (ITPA)
AR-Auditory Reception; VR-Visual Reception; AA-Auditory Association; VA-Visual; VE-Verbal Expression; ME-Manual; GC-Grammatic Closure; VC-Visual Closure; VA-Visual Sequential Memory; AA-Auditory Sequential Memory
Wide Range Achievement Test (WRAT)
R-Reading; S-Spelling; A-Arithmetic
Wechsler Intelligence Scale for Children
BL-Black Design; V-Vocabulary; FS-Full Scale

Name:



Test Interpretation:

The predicted Intelligence achieved on the Simpson Bridges Short Form of the WISC fell in the average range. Weaknesses in verbally expressing the meanings of words was manifested on the vocabulary subtest.

The Illinois Test of Psycholinguistic Abilities revealed strengths in auditory and visual reception. Weaknesses were manifested in verbal and manual expression; visual and auditory sequential memory; grammatic closure; and invisual closure.

is experiencing difficulty at the expressive level and is unable to communicate that which she knows. Difficulty in remembering an auditory sequence indicates that she will have difficulty following directions unless they are given in short simple sentences with only a minimum of steps to follow.

Reading levels of achievement on the Durrell are as follows: independent reading level-2.75 grade; instructional reading level-3.5 grade; frustration level-4.0. Word analysis ability on the WRAT reading test was at a middle fourth grade level. Weaknesses in reading comprehension skills were manifested.

A middle second grade level was obtained on the WRAT arithmetic test. Weaknesses in math include: understanding of the idea of place value; adding and subtracting through ten; addition of three numbers; recognition of the value of coins; use of money in problem situations; application of number knowledge in functional situations; recognition of pint, quart, inch and dozen; and identification of half-hours.

Recommendations:

1. That comprehension skills be developed by:
   (1) Requesting recall over a silent reading passage.
   (2) Answering questions over short paragraphs.
   (3) Completion of sentences with words left out.
2. That encoding (expressive)ability be increased by:
   (1) General conversation requiring vocal encoding about any items of interest to the subject.
   (2) Explaining the significance and sequence of events verbally, following a verbal or visual stimulus.
   (3) Verbal classification and categorization of objects verbally.
   (4) That drama activities be encouraged and provided.
   (5) That Velvet be encouraged to tell stories and record them on tape.
3. That visual sequencing ability be increased by:
   (1) Telling sequences of events in stories presented in pictures.
   (2) Reproducing a series of patterns presented visually or auditorially.
   (3) Drawing a series of figures or designs in order after visual presentation of the series.
4. That auditory vocal sequencing be increased by:
   (1) Repeating spelling of words which were spelled aloud to him, supplemented by writing the words from memory of the oral spelling.
   (2) Auditory sound blending in units of varying length.
   (3) Relating the sequence of events in a story which was read to him.
   (4) Following a sequence of directions.

OPEN CLASSROOM INSTITUTE

CONCHO INDIAN SCHOOL
Concho, Oklahoma

24

Physical Examination of Pupil

Name _____ _____

Height 4' 1/2"

Weight 56 1/2

Nutrition Good

Orthopedic ✓

Posture ✓

Skin and Scalp ✓

Ears Left ear wax needs cleaning ✓

Eyes _____

Nose ✓

Mouth ✓

Teeth ✓

Throat ✓

Glands ✓

Thyroid ✓

Heart ✓

Lungs ✓

Urine neg

Remarks:

Recommendations:

Clean left ear

30 Signed Okley Stanford

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OKLAHOMA COLLEGE OF LIBERAL ARTS--AUDIOLOGY SECTION

# AUDIOMETRIC EVALUATION

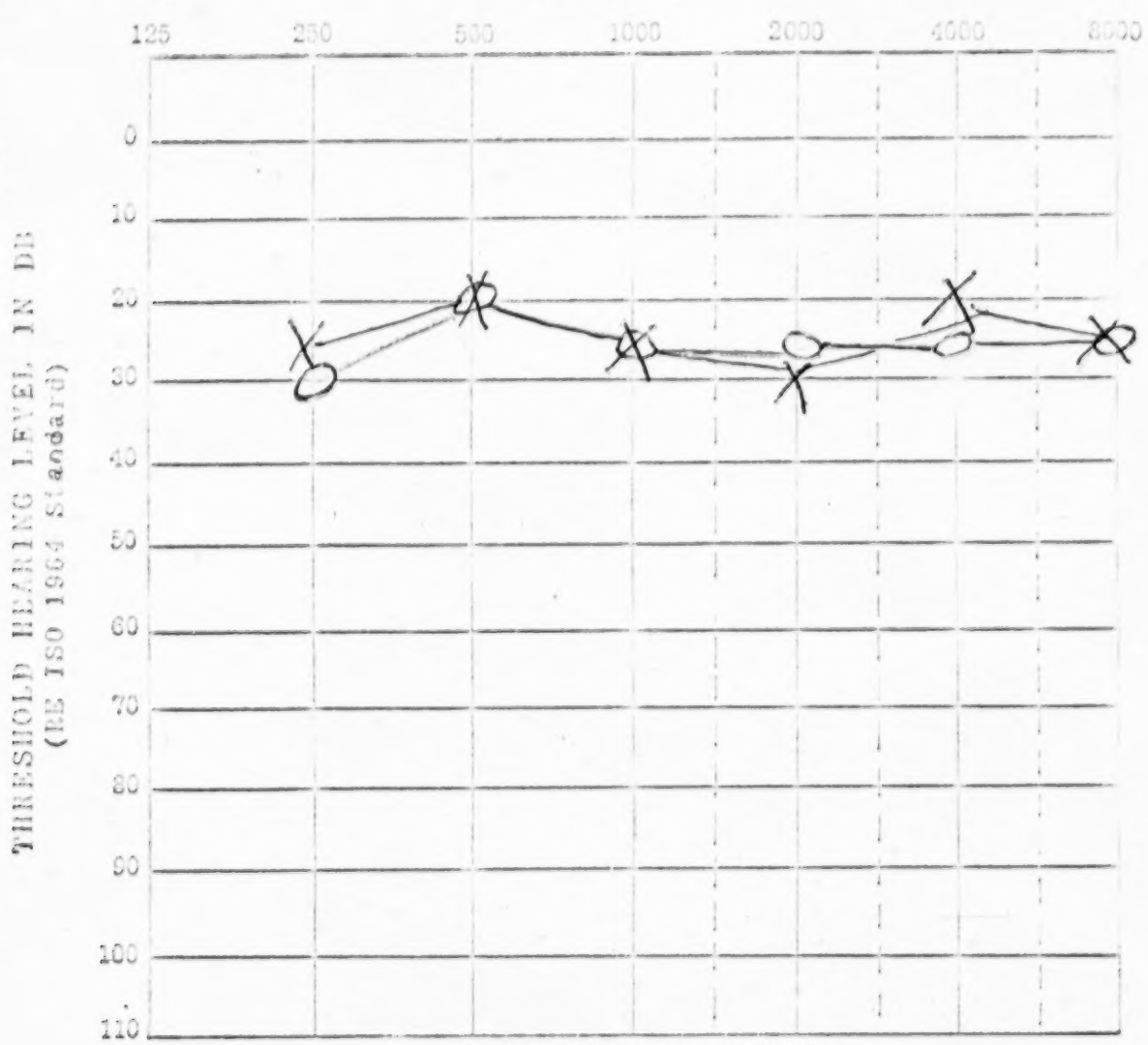
25

Chart #

Name _____ Age 6 Sex F Date 7-1-71

Audiologist _____ Audiometer _____ Reliability fair

Screening @ 20dB




EFFECTIVE MASKING

| MASKED EAR | R | L | R | L | R | L | R | L | R | L |
|---|---|---|---|---|---|---|---|---|---|---|
| AC | | | | | | | | | | |
| BC | | | | | | | | | | |

| EAR | PTA* | SRT | DISCRIM | SL |
|---|---|---|---|---|
| RIGHT | | | | |
| LEFT | | | | |

COMMENTS:

RECOMMENDATION: Probable wax plugs.

Presents a mild loss of hearing sensitivity, bilaterally. Recommend a complete audiological evaluation, and ear, nose, and throat examination.

SYMBOLS

| Ear | AC | BC |
|---|---|---|
| RT. | O | [ |
| LT. | X | ] |

↓ = No Response

*Pure Tone Average



D-648

## PHYSICAL EVALUATIONS

Total number of physicals..... 23

Weaknesses Noted:

Enlarged tonsils..... 0
Slightly enlarged tonsils..... 1

One child needs dental surgery.
One child urgently needs large cavities filled.
One child needs fillings.

One child has skin infection on face, arms, and legs.

One child had kernel in left ear. He was taken to the Lawton Indian Clinic to have it removed.

All of the children were found to have good nutrition. No irregularities were noted in the heart and lung examinations. All Urine specimens were negative.

## HEARING EVALUATIONS

Total number of hearing evaluations..... 27

Recommendations:

Ear, nose, and throat examinations and complete audiological evaluation..... 2

Mild loss of hearing. Needs periodic evaluation..... 1

Mild loss of hearing. Needs ear, nose, and throat evaluation..... 7

Visual-Survey Record Form No. 4

27

Keystone Visual-Survey Short Test

With Glasses ----------

Name.....Without Glasses ----------

SET CARD HOLDER AT FAR POINT

CARD NO. 1-A

| | | Pass | Fail |
|---|---|---|---|
| Far-Point Fusion | | ✓ | |
| **CARD NO. 2-A** | | | |
| Depth Perception | | ✓ | |
| Color Perception | | ✓ | |
| Usable Vision | | | |
| Both Eyes | D C Z P T | | ✓ |
| Right Eye | Z P D T C | | ✓ |
| Left Eye | L D T C Z | | ✓ |

SET CARD HOLDER AT NEAR POINT

CARD NO. 3-A

| | | Pass | F |
|---|---|---|---|
| Hyperphoria | | ✓ | |
| Near-Point Fusion | | | |
| Usable Vision | | | |
| Both Eyes | L O Z P C | | |
| Right Eye | T Z O D L | | |
| Left Eye | C P T D C | | |

KEYSTONE VIEW COMPANY, MEADVILLE, PENNA.

KEYSTONE VISUAL SURVEY TESTS

Total number given test..... 29

Weaknesses noted:

Questionable near-point usable vision..... 7
Questionable far-point usable vision..... 9
Questionable near-point fusion..... 2

Number wearing glasses for tests..... 1
Number that has glasses but not wearing for the tests.... 6

Five of the six children who have glasses but did not wear them for the tests, failed some part of the test. The remaining four noted to have visual weaknesses in some area, should be checked by an optometrist.

No weaknesses were found in far-fusion, color perception, or depth perception.

# CHAPTER III

## STAFF DEVELOPMENT PROGRAM

An intensive staff development program was inaugurated with a one-week workshop which began June 7 through June 15. Films of the British schools and slides of open classrooms in the United States were shown to assist in the development of an understanding of this type of a school. Some of the concepts developed and discussed under the leadership of Dr. Bernard Belden, OSU, included the following: human aspects of living in an open classroom environment; concept of openness; physical arrangements; the learning environment; communicative freedom; freedom of movement; small group instruction; experience centers; development of language as a tool in the communicative process; learning through manipulatory activities; the assuming of responsibility by the children; reinforcement of learning; behavior modification; deciding what to teach; informal and formal diagnosis; individualizing instruction; self-selection of activities by the children; cooperativeness in contrast to competitiveness; empathy; and interpenetration of subject matter.

Staff development was continued under the leadership of Dr. Belden for the following four weeks. These meetings were held each Tuesday from 3:00 to 4:30 P.M. The sessions dealt with planning for classroom teaching and classroom organizational structure. Graduate credit at Oklahoma State University in reading was provided for the participants.

The Open Classroom staff as well as other BIA teachers and personnel received further training in pupil evaluation through weekly meetings

held each Thursday from 3:00 to 4:30 P.M. Dr. Hollingshead directed these training sessions which were designed to assist Open Classroom teachers in diagnosing, informally and formally, pupil strengths and weaknesses. Emphasis was also placed upon the interpretation of test results which were available on students at Concho as a result of psychometric services provided during the Open Classroom Summer Institute. Graduate credit at Oklahoma State University was earned by the staff.

Planning sessions with teachers were held after school with one meeting held from 12:30 to 2:00. These sessions with the Open Classroom staff were directed by Dr. Hollingshead. Continual feedback from the open classroom served as a springboard for suggestions, discussions, and new structural approaches to the classroom as well as for the planning of the Unit Theme on Indians.

In addition to the staff development directed by Dr. Belden, pupil evaluation meetings, and after-school planning sessions, three entire mornings were devoted to planning with the BIA instructional staff while contract personnel directed classroom activities. Dr. Hollingshead directed these meetings. Two of them (July 7 and 8) were designed to deepen the concepts underlying the Open Classroom, to discuss individual pupils, and for unit planning. The third meeting, July 26, was designed to cooperatively plan for the fall school term. The Concho school superintendent, Open Classroom staff, BIA Coordinators, and BIA Counselors were given opportunity to provide suggestions, discuss alternatives, and assist in the development of a program which

would continue the concepts of the Open Classroom Summer Institute.

Consultants provided additional imput into the staff development program. Dr. Mavis Martin met with the Open Classroom staff from 1:00 to 4:40 P.M. on June 28. She emphasized the affective classroom -- the humanization of education. She also presented two thought-provoking films.

Dr. Idella Lohmann, after visiting informally with the staff and observing classroom activities, met with the staff after school on July 2nd. She commended them and felt that the Concho School had surpassed the Open Classrooms she had visited in the Washington, D.C., area. Comments on the learning activities taking place in the school and the enthusiasm for learning exhibited by the children were made as well as suggestions for future activities.

Dr. Ted Mills, Nell Henderson, and Dr. Max Luft met with teachers after school as well as observing in the classroom. Reports from Dr. Mills and Mrs. Henderson are included in this brochure. Dr. Luft discussed the SWCEL test personally.

Evaluators provided imput into the staff development program. Dr. Fawson and Cliff LeFevre met with the classroom staff from 1:00 - 4:30 P.M. and discussed interstaff relationships and attitudes. They offered interesting thought-provoking questions and administered the Myers Briggs Type Indicator questionnaire to everyone present.

DAILY SCHEDULE OF CONSULTANTS

| Date | Consultant | Address | Program | Time |
|---|---|---|---|---|
| June 7 | Dr. Bernard Belden | OSU | Orientation | 9:00 - 5:00 |
| June 8 | Dr. Bernard Belden | OSU | Orientation | 9:00 - 5:00 |
| June 9 | Dr. Bernard Belden | OSU | Orientation | 9:00 - 5:00 |
| June 10 | Dr. Bernard Belden | OSU | Orientation | 9:00 - 5:00 |
| June 11 | Dr. Bernard Belden | OSU | Orientation | 9:00 - 5:00 |
| June 15 | Dr. Bernard Belden | OSU | Consultant<br>Session with Teachers | 9:00 - 3:00<br>3:00 - 4:30 |
| June 21,22 | Dr. Max Luft | Albaquerque, New Mexico | SWCEL Discussion<br>Session with Teachers | <br>4:00 |
| June 23 | Dr. Bernard Belden | OSU | Consultant<br>Session with Teachers | 9:00 - 3:00<br>3:00 - 4:30 |
| June 28 | Dr. Mavis Martin | Albaquerque, New Mexico | Consultant<br>Session with Teachers | <br>1:30 - 4:30 |
| June 29 | Dr. Bernard Belden | OSU | Consultant<br>Session with Teachers | 9:00 - 3:00<br>3:00 - 4:30 |
| July 1 | Mark Hutton | OCLA | Hearing Screening | 1:00 - 3:00 |
| July 2 | Mark Hutton | OCLA | Hearing Screening | 1:00 - 3:00 |
| July 2 | Dr. Bernard Belden | OSU | Consultant | 9:00 - 4:00 |
| July 2 | Dr. Idella Lohmann | OSU | Social Studies<br>Session with Teachers | 9:00 - 3:30<br>3:00 - 3:30 |

DAILY SCHEDULE OF CONSULTANTS

| Date | Consultant | Address | Program | Time |
|---|---|---|---|---|
| July 6 | Dr. Bernard Belden | OSU | Consultant | 9:00 - 4:30 |
| July 7 | Dr. Bernard Belden | OSU | Consultant | 9:00 - 4:30 |
| July 8 | Dr. Bernard Belden | OSU | Consultant | 9:00 - 4:30 |
| July 9 | Dr. Ted Mills | OSU | Science<br>Session with Teachers | 9:00 - 3:45<br>3:00 - 3:45 |
| July 15 | Dr. Idella Lohmann | OSU | Evaluator | 9:00 - 4:30 |
| July 15 | Nell Henderson | Michigan | Evaluator | 9:00 - 4:30 |
| July 15 | Dr. Ware Marsden | OSU | Evaluator | 9:00 - 4:30 |
| July 16 | Nell Henderson | Michigan | Evaluator<br>Session with Teachers | 9:00 - 3:30<br>3:00 - 3:30 |
| July 19 | Earl G. Yeakquo | Anadarko Area Office | Evaluator | 9:00 - 4:30 |
| July 19 | Dr. Paul C. Fawson | Instructional Serv. Center<br>Brigham City, Utah | Evaluator<br>Session with Teachers | 9:00 - 4:30<br>1:00 - 4:30 |
| July 19 | Dr. Cliff LeFevre | Instructional Serv. Center<br>Brigham City, Utah | Evaluator<br>Session with Teachers | 9:00 - 4:30<br>1:00 - 4:30 |
| July 23 | Dr. Pete Troxel | OSU | Math | 9:00 - 4:30 |
| July 26-27 | Jerry K. Bolton | BIA Educational Spec.<br>Curriculum Division<br>Washington, D. C. | Evaluator | |

## SOCIAL STUDIES CURRICULUM FOR THE OPEN CLASSROOM CONCEPT

Major purposes:
1. to help students interpret events in their immediate environment
2. to help students develop an understanding of the relationship between man and his physical world
3. to prepare students for the society in which they will live as adults
4. to implement inquiry and decision making techniques

Content: The content around which projects, discussions, simulated activities and field trips focus depend in part on the background experiences and interests of the pupils involved.

Out of this day to day experiences and the general happenings of the world, students find many topics to explore:

1. community life, issues, and problems
2. polution and its effect on community living
3. the relationship of drugs and alcohol to societal problems
4. local and state government
5. economics of the immediate community
6. war, its effect on the life at home and in a community
7. cultural customs and mores
8. transportation and communication as they relate to growth of a community

Of major importance to this particular population is the development of pride in their heritage. Students need to become aware of the contributions of the Indians to the society in which they live today. Therefore, in addition to interest in everyday events and happenings, students are introduced to literature, art, and dance of their culture, and also foods and their preparation in the Indian culture. They have an opportunity to learn about heroes and leaders of the various tribes and what they contributed to the history of the country.

Emphasis in social studies units, problems, and projects focus on process rather than product. Students are involved in decision-making tech-

niques and inquiry. Social studies units and problems become the nucleus from which grew many simulated games and situations. Children engage in reading, writing, listening, dramatizing, painting, contructing and other language activities.

For example:

1. The playhouse provided learnings in sharing the work of the home, preparing meals, dressing for work, and entertaining guests.
2. Children reproduced the dances and festivities of Indian pow wows.
3. In crafts certain students constructed a mail box so that others could mail letters they had written to friends.
4. A trip to the post office gave impetus to the construction of a post office in the classroom.
5. The classroom grocery store, while providing free interaction of language and teaching money values, provided opportunity for much decision-making.

In all types of activities and problem-solving, the inquiry method has been implemented. Teaching children how to question in order to learn became a major objective of instruction.

Idella Lohmann

Dr. Idella Lohmann
Oklahoma State University

CONSULTANT REPORT: Dr. Terence J. Mills, OSU

July 12, 1971

Mrs. Maybelle Hollingshead
Director, Open Classroom Program
Concho School

I wish to express my pleasure with the cordial welcome given me by the open classroom faculty at Concho School. My role as a Science Consultant was not misinterpreted, as the majority of your faculty did not appear "threatened". I believe the development of this positive attitude on their part is a key factor in reaching the goals you have set for the creation of experiences in science for the children.

As far as the children are concerned, their general adaptation to the program was admirable. Periodically, while in the open space facility, I purposely surveyed the entire room looking for children not on task or engaged in activities which detracted from a constructive learning situation for others. I observed very few examples of negative behavior.

In regard to the area and materials set aside for science, I would recommend the following:

1. That the science area be expanded to include a large work table where an individual pupil or small groups of children under faculty direction could interact with materials.

2. That the printed material contained in the Science Center be evaluated to determine if it is consistent with the children's ability and that it portray a concept of science as a dynamic interaction with natural phenomena. I would specifically recommend the removal of Bicycles to Boomerangs by Harper & Row. The emphasis on symbols with little exposure to the concrete instance which the symbol represents makes the text difficult to defend when it is used with young children.

3. That a survey of existing science hardware and associated printed materials be made by the faculty. My observations lead me to believe that the materials for an exciting Science Center are available within the building; however, the function and location of the materials do not appear to be common knowledge. The unique nature of the program requires the modification of some of the curriculum materials you possess, and it is recommended that in-service workshops be held in which the development of activities take place. The resulting activities would be presented to the children and then modified in light of their reaction to them. In addition, I would suggest that decisions be made as to criteria for selecting activities, ie., any abstract concepts be preceded by concrete experience with the phenomena, activities selected must have potential for the children to use communication skills, there must be pupil interest to the degree that a high proportion of pupils will stay on task, that various process skills be developed, that the activities be directed toward reaching specified objectives, etc. Faculty who interact with children at the Science Center should have first-hand experience with each activity to which the children are exposed.

4. That the activities developed for the children include devices which extend their sensory ability; specifically, the inclusion of microscopes, hand lenses, mirrors, thermometers, scales and balances. Some provision should be made which reduces the need for the children to remove these and other similar materials from the classroom. The child personally possessing some of these items may reduce the tendency to remove the teacher's materials.

5. That reading not act as a prerequisite for successful participation in a science activity. It is possible, however, to view the activity as a springboard from which the child might move toward a desire to read material relative to the activity.

6. That a plant growing station be built (either indoors or outdoors) where the children can be exposed to concepts related to the nature of plants and their interaction with other physical and biological environmental factors. The fact that there are few windows for obtaining sunlight in the classroom creates a problem; however, a growing table with artificial lighting could be substituted. An alternative might be some form of "garden" out of doors. This would offer an additional dimension to the science experiences for the children.

7. That a survey of potential sites and appropriate activities for science "field" trips be made using the Concho school grounds.

8. That some of the science activities be of a nature that they can be continued after the school day is over. The unique nature of the Concho School would lend itself to providing extensions of the formal school day since the children are boarded. This would tend to provide a more natural environment for the children.

The one school day spent observing necessitates that the above recommendations be general in nature. If the faculty were to follow these guidelines, I feel confident they would be well on their way to increasing the interest and concept attainment of the children.

Sincerely,

Terence J. Mills

Terence J. Mills,
Assistant Professor
Science Education
Oklahoma State University

TJM: cam

CONSULTANT REPORT: Nell Henderson, VanDyke Schools, Warren, Michigan

# THE OPEN LEARNING CENTER

## Belief System

1. Learning results from first-hand experiences.
2. Children learn through positive reinforcement.
3. Children can make decisions and solve problems.
4. Children are capable of accepting responsibility for their behavior.
5. Children deserve respect and trust from the teacher and they know how to accept it.
6. Children are self-directing.
7. Children learn through interaction with each other, the teacher, and materials.
8. An environment conducive to interaction and understanding encourages and facilitates learning.
9. Learning is an on-going process.
10. Self-selection of experiences enhances the meaningfulness of learning.
11. Each child has a unique pace and style of learning.
12. Children are taught through the democratic process because it is the way of our society.
13. Learning occurs as a result of auditory, visual and motor-perceptual involvement.

## Structure

1. Options to learning are provided to individual learning activities and materials.
2. The teacher must provide the opportuni[illegible] for a broad span of experiences to permit divergent and creative thinking.
3. The teacher moves from a controlled environment (teacher-enforced rules) to a free democratic encironment (self-imposed rules).
4. The classroom is decentralized. This means the space is open. Consequently, flexible kinds of arrangements are used and divided into functional areas for learning.
5. The students are free to explore either as an individual or or in small groups to choose their own activities.
6. The environment is full of resources. Concrete materials, books and other media.
7. The teacher and the aides work most often with individuals or in groups of two or three.
8. Respect for and trust in the child is the most important aspect of the environment. Keep it foremost in your planning and in your thinking.
9. The environment radiates excitement and a wide variety of interests.
10. Children are seen everywhere...at stations, in corners, sprawled on the floor, and on pillows and in the halls.

## STATION CONCEPT

1. The stations are a way of providing a multitude of learning experiences for children in all areas of Language Arts. It involves small groups or individual children choosing and performing teacher-pupil activities.

2. A station involves concepts not geography.

   A. Child doesn't have to sit at or be in a specific place to accomplish work.

   B. Each station must have a purpose which is communicated to the students.

   C. Kinds of stations.
      (1) Concept - work done anywhere in room.
      (2) Static - work accomplished at a specific place in the room.
      (3) Pupil Team - teaming to work within the room.
      (4) Non-classroom - work in Media Center, Hallway, Activity area, etc.
      (5) Teacher - student.

THE STUDENT:

1. Must respect the right of others.

2. Must care for materials - do not use want only.

3. Must be occupied in some way.

4. Must have a reason or a purpose for what he is doing.

5. Must reorder equipment and materials when finished with an activity.

6. Must report by some means to someone as to: What did you do? What did you find out? Use large group, small group, buddy, tape recorder, written record, etc.

7. Must interact with someone in relation to his activity.

8. Must have an opportunity to discuss with another person his activities and their significances.

9. The child works independently on teacher-prescribed activities and selects from a variety of teacher-prescribed activities.

Suggested Timetable

1 to 4 weeks -- teacher imposed rules and very controlled atmosphere.

The 6 to 8 weeks -- relaxation of rules one by one to the point where the child self-imposes the rules and behavior. When there is a problem discuss it with the group and the individual. (During the first 12 weeks the main emphasis is on behavior, attitudes, and self-direction).

After 4 weeks, you can start introducing them to self-direction of activities and self-checking. First from 4 stations (chosen), then to 8 and so on at a pace suitable to your particular situation. By the time you come back from Christmas vacation, the program should be totally self-selection (approximately 15 to 20 stations) except for drawing the child into a variety of language experiences suitable to his unique needs.

Usually a new concept or new station is introduced to the total group. From that point on, an individual or small group situation develops.

From this point on you are reinforcing and strengthening self-selection, the thinking processes, independent study, problem-solving techniques, and the skills of communication. This is done by using the content or the skill you want to get across as the means to providing the child and aural-oral-visual learning situation.

Student Evaluation

1. Reinforcement should always be positive.
2. Guide the student to evaluate the strong and the weak parts of his work.
3. Child should set a goal for each day or each piece of work. When finished let him evaluate it with the teacher on the basis of his goal.
4. Build self-image and self-understanding into the evaluation process.
5. Keep many check lists and make constant notes on an evaluation form easily accessible (posted on a board or wall).
6. Stand back and observe frequently--then record observations--minimize written forms of evaluation such as written-dittoed tests.
7. Much student-teacher interaction about the work should be developed. How did you feel when you finished? What did you do well? Is there anything you want to do better the next time? Pose these kinds of questions to the student as you evaluate his work.
8. Keep in constant contact with the parents. Send newsletters and samples of work home frequently.
9. Use conferences freely, even if not scheduled system-wide to report positive progress as well as negative.

Suggested Activities

The following lists of possible centers, materials and activities is at best limited and meant only to stimulate the thinking and creativity of teachers. Room arrangements are best left to the individual and the particular situation.

1. Teacher Directed Activity

   Materials: Basal readers, co-basals, supplementary books, enrichment series, library books, experience stories.

   Activities:
   1. Directed reading lesson
   2. Oral reading for a specific purpose
   3. Choral reading
   4. Literature appreciation
   5. Directed skills lessons
   6. Groups or individual project assistance

2. Independent Seat Work Activity

   Materials: Workbooks, dittos and assigned board work

   Activities:
   It is suggested that this type of activity be kept to a minimum since most skills gained through this type of work can be more readily learned through stationing and directed work with the teacher. Assignments of this type should be very meaningful, truly independent and require little copying. Groups should be permitted to work together on such assignments at times. Generally, students are encouraged to make use of available stations when seat work is completed.

3. Make It Center

   Materials: Easles, paints, brushes, paper, crayons, glue, clay, etc. Materials should be added as the need arises.

   Activities:
   1. Make a picture about a story you read
   2. Make a clay figure and write about it
   3. Make a puppet to help you tell a story
   4. Cut out magazine picture to illustrate
      a. initial sounds
      b. actions
      c. to write about
   5. Make a story mobile

4. Library Center

   Materials: Book case, reading table, chairs, rug, library books, a few basal readers from lower levels, reference books, magazines, newspapers, student written books, paper backs, poetry books, joke books, etc.

(4. Library Center)

Activities:
1. Free reading for pleasure
2. Oral reading to a friend
3. Project reading for research
4. Finding words you know
5. Finding words you don't know

5. Listening Center

Materials: Listening post, tape recorder, radio, television, phono-visual, head sets, record player, appropriate dittos, pencils and paper.

Activities:
1. Listen to a recorded version of a book as you read along silently.
2. Listen to a specific radio broadcast and report to your class.
3. Listen to a tape recorded lesson and follow the instructions given.
4. Watch a specific lesson from the Phone-visual.
5. Watch a specific television program.
6. Listens critically to your own tape recording and make improvements

6. Projection Center

Materials: Film strip projector, opaque projector, viewing surface, appropriate pictures, films, pencils, etc.

Activities:
1. Read a film strip story
2. View a film while listening to the accompanying record
3. View a film strip and write your own story
4. Use a film strip as a resource for a report
5. Use the Instant Words with or without the Tachist-O-flasher to build vocabulary
6. Trace a picture from the opaque projector and make a story to go with it.

7. Games Center

Materials: Any commercial, student or teacher-made educational game

Activities:
1. Following written direction
2. Vocabulary building
3. Learning to co-operate with peers

Suggested games:
1. Color dominos
2. Object Lotto
3. Word Lotto
4. Houghton-Mifflin Get-Set Game
5. Spill and Spell
6. Candy Land

8. Handwriting Center

Materials: Appropriate for the activity

Activities:
1. Dot to dot drawings
2. Letter tracing
3. Continental Press Tracing Activities
4. Chalkboard activities
5. Sandpaper letter tracing

9. Skills Center

Materials: Flash cards, sentence strips, word sheets, etc.

Activities:
1. Flash card drill with a partner
2. Build sentences with flash cards
3. Sequence sentence strips from a story
4. Match words with appropriate picture
5. Work a crossword puzzle
6. Pronounce or write words made on a word wheel
7. Work a jig saw puzzle
8. Sequence a group of picture properly
9. Do a word puzzle
10. Alphabetize some flash cards
11. Use word card boxes to find words that have rhyming, long and short vowels initital or final substitution, singular, plurals, contractions.

10. Creative Writing Center

Materials: Writing paper, pencils, sentence strips, word lists, dictionary, typewriter, appropriate stimulation

Activities:
1. Write a story about anything you want
2. Write a letter to a friend
3. Copy some poems in your own poem book
4. Select a picture and write a story about it
5. Select an unfinished story card and write an ending
6. Write a report about anything you want
7. Interview someone and write it
8. Write a television commercial
9. Write a riddle
10. Describe a person, place or thing in writing
11. Write a tape script
12. Write a play

11. Math Center - any concept--- more than 1 station with different activities at different levels.

Activities:
1. Counting boards
2. Flash cards - work in teams

12. Science - 2 stations with different experiments to do and many manipulative things

13. Dictation Center - (in early elementary grades using older students)

Materials: paper, felt pens and tape recorder, mounted pictures

Activities: Dictate (to aide or older student)
1. Complete stories
2. Labels for pictures or posters
3. If students or aides are not available, have children record story on tape recorder for teacher to copy off later.

14. Painting Center

Materials: Old shirt, paint smocks, large newsprint or in a pinch, newspapers, paint brushes, paint in milk cartons (cuts down breakage) and the cartons can be closed at night to slow down evaporation; when empty - throw away; clean up pail if no sink in room; paper towels.

Nell Henderson
Elementary Consultant
VanDyke Schools,
Warren, Michigan

# CHAPTER IV

## SUGGESTED AND RECOMMENDED RECREATIONAL AND CULTURAL TRIPS

| | |
|---|---|
| Sequoyah Mills<br>Plains Museum<br>Indian City USA | Anadarko |
| Woolaroc Museum | Bartlesville |
| Will Rogers Memorial | Claremore |
| Darlington Game Farm | |
| Newspaper<br>Brick factory Acmy | El Reno |
| Enid Air Force Base | Enid |
| Great Salt Plains State Park & Refuge | Cherokee |
| 5 Civilized Tribes<br>Home of Sequoyah | Muskogee |
| Will Rogers Airport<br>Bordens<br>Okla. City Zoo<br>National Cowboy Hall of Fame<br>Barnum and Bailey Circus<br>Museum at Fort Sill<br>Western Electric<br>Wilson Packing Co.<br>Coca-Cola Botlg. Co.<br>Kirkpatrick Planetarium | Oklahoma City |
| Pioneer Woman | Ponca City |
| Cherokee Village | Tahlequah |
| Gilcrease Art Museum (Phillips)<br>Port of Catoosa | Tulsa |
| Alabaster Cave<br>Little Sahara Desert | Waynoka area |
| Yukon Flour Mills | Yukon |

UNITED STATES
DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN AFFAIRS
INSTRUCTIONAL SERVICE CENTER
P. O. BOX 66
BRIGHAM CITY, UTAH 84302

IN REPLY REFER TO:

RECEIVED
JUL 29 1971
CONCHO SCHOOL
Concho, Okla.

July 21, 1971

MEMORANDUM

To: Gabe Paxton, Assistant Area Director (Education)
Anadarko Area Office

From: Paul C. Fawson, Staff Assistant, Chief of Training Section, Instructional Service Center, and Clifford S. LeFevre, Practitioner, Sandridge Junior High School

Subject: Evaluative Visit to Concho School Summer Program - Emphasis on Student-Centered Classroom

Organizational Pattern of Visit
We arrived at Concho School at 7:00 a.m. and observed the physical facilities. At 8:00 a.m. began talking with staff as they arrived. At 9:30 a.m. we met with Mrs. Hollingshead, O.S.U., Director of the Open Classroom Project, and Mr. Clark, Summer School Principal. From 10:00 a.m. to noon we worked in the open classroom and talked with staff; 1:00 p.m. to after 5:00 p.m. we met with all Concho school staff on duty who could be freed to attend evaluation and staff role perception training session. There were eighteen staff members, one Indian school board member, and one area office representative in this session.

Our Assessment of the Situation
The operation of the classroom was phenominal in light of the short time it had been in operation. Boys and girls were happy, productive and actively motivated in meaningful learning experiences. The students queried knew what they were doing and why they were doing it. It, apparently, is a very strong beginning toward acquainting students, staff, and the community with a more student-centered learning experience. In looking at the situation in greater detail we found, in terms of five criteria, that:

I. Space flexibility based on student learning requirements--the space was adequate, well used, the learning environment highly enriched by learning materials of all kinds and varieties, the room treated acoustically, and the task-centered spaces completely accessible to all students and all staff. At no time did we hear a staff member say this is "my" space or "my" children, but were talking in terms of "our" and a shared responsibility for learning. The space was open and free to be used as student learning experiences were designed.

II. Methods of Instruction - We saw staff working with individuals, small groups and large groups of many varieties. The staff was not using the lecture method excessively, but were involved with students in learning tasks. Students were being exposed to the strengths of each teacher and staff member in a variety of ways not possible in a traditional classroom. It was thrilling to see a cross-disciplinary approach to reading. Reading instruction was the need which had been diagnosed as the basic curriculum thrust, but they were using science, arithmetic, manipulative skills and other learning experiences as the carriers for the reading improvement program.

III. Staff Utilization and Flexibility for Student Learning - The staffing pattern was diversified. We did get feedback on several issues that some staff members felt rather strongly about:

1. They would have liked to have been involved in earlier planning sessions. Some felt they could have done even a better job if this had happened.

2. Some staff felt imposed upon by not receiving an assignment to the project until just before they were to begin work. Then the assignment was made by mandate rather than by request.

3. Some Oklahoma State University people were not accepted because they were apparently more theoretical than practical in their approach. It was felt by some Concho staff that the O.S.U. staff did not have the skills to adequately demonstrate the individualized child-centered processes. The Concho School staff involved in this project have a high degree of perception and sophistication in applying the child-centered processes we observed.

IV. Time Factors - There were no bells or time compartments for learning readily apparent, students appeared to be able to remain with a particular task as long as they needed to and then were free to move to another task. More could be observed and said regarding "time shifts" of learning activities and "need shifts".

V. Content Processes - The staff evidently has not had the time to develop performance-based learning packages. They were using a variety of publisher-centered materials and some teacher initialed learning experience centered materials. This is one area that all of our schools need to improve in, especially does the staff at the school level need to develop more bi-cultural learning packages based on performance rather than time experiences.

Conclusions and Recommendations for Next Steps
In conclusion we felt very rewarded by this visit. This project could well be the most advanced student-centered program, in terms of the five criteria we have mentioned, in the entire Indian educational system. In light of this very positive reaction we would still like to make a few next-step recommendations:

1. Communication must remain open and free between the staff, the Indian school board, the administration, resource people and any others. The student centered diagnostic and prescriptive program must remain flexible and requires continuous free and open communication and strong support. Role perception and role definition is imperative and worked out jointly and in a communication atmosphere so that all parties understand their freedoms, responsibilities and constraints.

2. Learning content packages and experiences should be designed which could be used to achieve performance goals established by the staff. These packages should utilize a greater variety of learning materials and provide for a wider scope of learning sequences. The staff, students and community resources can be used in preparation of these items.

3. There may be a need for more involvement with groups responsible for the smooth operation of the school with mass media and communicating the newer ideas and trends in education.

Edgar P. Wight

APPROVED: Edgar Wight
Director
ISC

Paul Fawson

Paul C. Fawson
Staff Assistant
Chief of Training Section

Clifford S. LeFevre

Clifford S. LeFevre
Practitioner
Sandridge Junior High School

RECD DIV. ... JUL 26 1971

Evaluation and Recommendations
Pertaining to the Open Classroom Institute at Concho School
Concho, Oklahoma

Evaluators: Nell Henderson, Elementary Consultant, VanDyke Schools, Warren, Mich.
Idella Lohmann, Professor of Education, Oklahoma State University
Ware Marsden, Associate Dean, Oklahoma State University

## General Impression

The evaluation team was especially impressed with (1) the physical equipment available to teachers and pupils, (2) the provision of curricula to meet indivisual needs, and (3) the ability of the teachers to assess academic and emotional needs, and then proceed to do something constructive.

## Emotional Climate

1. In spite of differences in cultural and racial backgrounds, the teachers seem to have developed a good working relationship. According to the interviews, there was evidence of conflict and distrust on the part of certain teachers at the outset. The uncertainty in not knowing exactly what was expected of them in their roles as members of a team caused certain teachers to take a dim view of the open classroom concept. Added to this uncertainty was the fact that only two teachers really knew each other when the institute began. Even though differences in philosophy exist, it was not evidenced in the classroom with children. All teachers seemed to have a common goal--to help each child develop a good self-image and to enjoy himself in the learning situations.

2. Most of the pupils exhibit a feeling of contentment, interest, and involvement, responding readily to the friendliness and warmth of the teachers. A few isolated cases continue to baffle teachers. These pupils seem to resist even the most informal learning settings. It would seem that life has been so inhuman and unfriendly to them thus far that they cannot trust any adults. These are rare cases indeed, two or three in the entire group.

3. On the whole, the emotional climate of the classroom is exceptionally good. This condition seems to exist in spite of insecurity and lack of trust on the part of many of the pupils enrolled.

## Innovative Approaches Evidenced

1. A spacious room with a wide variety of activities going on simultaneously is impressive.

2. The physical equipment is more than adequate for all types of activities: Constructing, painting, listening, reading, dramatizing, dancing, weaving, and other types of enterprise to make learning through doing a reality. There is a general store, a science station, an arts and crafts station, a library, a quiet corner for thinking and daydreaming, a typing station, and many other stations for listening and viewing with machines.

3. The opportunity for integrating learning by crossing subject matter lines is exceptionally noteworthy. Language is maintained and extended throughout all the activities. In the general store, where the major emphasis is on making change, pupils encountered many social and personality problems as well.

4. The children have the opportunity to choose activities they find most interesting to them; however, the teachers assume the responsibility of assigning certain tasks which they deem necessary for the growth of the individual. Pupil are permitted to move freely about the room in order to facilitate completion of jobs.

5. Children are permitted to write their own plans of work for each day as they confer with a teacher.

6. A child-centered approach to learning is demonstrated throughout the day.

7. The interaction between children was extraordinarily beneficial to the social growth of these pupils, since their backgrounds have been limited in opportunities for "give and take" in the way of ordinary conversation.

Program in General

1. Some teachers feel that more structure is needed during the initial stages in changing from a traditional classroom to an open classroom. They reason that children might have adapted to the procedure more readily.

2. The program is individualized and nongraded.

3. The program as it now exists is widely accepted by staff, although in the beginning some teachers were apprehensive. These were the teachers who were not involved in the initial planning, but asked to join the staff after much of the program had been outlined.

4. At this writing, there is evidence of cooperative effort and a meeting of the minds of the staff with respect to the existing program.

5. There is evidence of a team approach to planning for each student.

6. The program is flexible to the extent that adjustments are made to fit the needs of individuals.

Learning Principles Demonstrated

1. Instruction appears to be based on diagnostic procedures.

2. The use of the discovery method in learning seems to be paramount in instruction.

3. Children are permitted to progress at their own rate and pursue their own interests.

4. Rote learning which is frequently encountered in classrooms is not evidenced in this classroom.

5. Concrete effort is made on the part of staff to improve self-image of each student.

Recommendations

1. More time should be spent in planning by the total staff with respect to program and instruction, beginning with the initial stages of the institute and continuing throughout the duration.

2. All persons involved in the institute should be included in setting up the objectives and establishing the appropriate climate for an open classroom (from the custodian to the superintendent). Teachers cannot provide the best experiences for children unless all personnel understand the underlying philosophy.

3. Long range planning based on goals of the program is essential and should be realized as well as day to day planning for individuals.

4. More teaming of teachers is recommended, especially with respect to instructional areas. This means two or more teachers might be involved in a single activity with children as opposed to one teaching in one corner of the room and another in an opposite corner.

5. More participation of pupils in planning long range goals for themselves would put the responsibility for learning directly on the learner.

6. Personnel to maintain this program in the fall should include: two teachers, an aid, a special education and a special reading teacher for one-half day each. These two specialists should work in the classroom rather than taking the pupils to a separate room.

Based on an enrollment of approximately 40 pupils or less, the above mentioned staff will be adequate. However, if enrollment increases, another teacher must be added in order to maintain the acceptable ratio between teachers and pupils.

7. Periodically a consultant should be invited to visit the institute to observe classroom instruction and to offer encouragement and recommendations to teachers.

8. The evaluation committee recommends that Indian teachers and white teachers have more opportunity to share ideas, opinions, and differences and liknesses in their respective cultures in the following institute. For example, teaming an Indian teacher with a white teacher rather than allowing the two races to seek their own kind should affect better rapport among the total faculty.

9. It is further recommended that students be invited to teach their teachers about Indian art, dances, literature and tribal customs. This should help some pupils develop a better image of themselves than they now have.

In Summary

In terms of the time involved for planning and implementing the open classroom concept, the evaluation team wishes to praise and commend the staff and director for an outstanding program. Considering the handicaps (which are understandable in any kind of program change), this staff has made marvelous progress. Furthermore, when one considers the fact that

most of these children feel defeated, unwanted, and unrelated to the society they encounter, they most surely will have a positive feeling about the experiences they are having in the open classroom institute. Many of them have discovered for the first time that learning can be fun, that most teachers are good friends, and that attendance at school is important.

Estella L. Johnson

EVALUATION REPORT BY DR. MAYBELLE HOLLINGSHEAD

1. The BIA Coordinators and teachers as well as contract teachers deserve commendation for being able to adapt and adjust to changes brought about through the Open Classroom Institute. Change is not easy, but even though all were working under a limited time schedule (eight weeks), remarkable progress was evidenced and an outstanding program was developed.

2. Frustration among teachers ran high in the initial weeks of the program. Some of the reasons for this included lack of involvement in initial planning, canceling of educational and other leaves, and change itself. These reasons are understandable and, in spite of them, the teachers were cooperative and led out in planning -- particularly unit planning. The Summer School Director felt that the BIA teachers were conscientious teachers; otherwise they would have developed a "care-less" attitude.

Steps have been taken to involve staff members in planning for the fall. The staff spent Monday morning, July 26, in planning for the fall term. A picture of this staff is included in this chapter. (picture deleted) Also, individual conferences were held with staff members to obtain feedback as to their desires and suggestions.

3. The individual warmth displayed by the teachers to the children was exceptional. The teachers were very adept at meeting the emotional needs of the students, which is of great importance, particularly in a boarding school.

4. The children were provided numerous opportunities to gain a posi-

tive self concept through: opportunities to teach other students; emphasis upon WORDS I KNOW; crafts which they were eager to exhibit; and a study of their culture.

5. Teaming of Indian and Anglo teachers facilitated the development of a rich learning environment as resources of all were pooled. Judy Pusey, Eva Cozad, and Nell Calaway united as a team soon after school started. Marilyn Flores and Marita Descher worked together as a team during the month of July. All teachers, Indian and Anglo, worked together in unit planning and unit activities during the afternoon sessions throughout the summer school.

6. Although teachers were not involved in the initial planning stages, the amount of time allotted for planning and staff development throughout the summer school was staggering. An examination of Chapter III of this report reveals the great amount ot time spent in these endeavors.

7. The teachers and aides provided opportunities for students in the self-selection of experiences -- opportunities to choose and then to pursue these choices. These are all steps leading to self-directiveness and independence.

8. Students were involved in day by day planning. Through individual conferences the teachers checked on the work completed for the day and made plans with the student for the next day.

9. Students seemed to enjoy the learning activities, which was demonstrated by their interest and enthusiasm. Many came to recognize that learning can be fun and exciting and that more learning and greater retention takes place in a learning environment that is challenging

and exciting.

10. Although certain commitments, such as the amount of secretarial assistance and impress cash funds provided, were slighted, the BIA administrative staff extended other services such as the use of their Xerox machine, which made up for these slighted services.

11. Mrs. Jesse Hill, Teacher Supervisor-Academic, reported that the comments of parents concerning the progress of their children had been very favorable.

12. An attempt was made to recognize all personnel -- dormitory, cafeteria, etc. -- who were involved by placing pictures in the final report. Due to numerous requests for copies of the report, the number of copies provided to the Bureau was increased from twenty-five to one hundred.

Assistance in the development of this evaluative report was provided by teachers and coordinators.

Dr. Maybelle Hollingshead

Dr. Maybelle Hollingshead
Director

EVALUATION REPORT by EDWARD L. CLARK - PROJECT COORDINATOR

Prior to the beginning of our Open Classroom, five of the BIA teachers from Concho School, two members of the Advisory School Board, and Mrs. Hollingshead visited Utah, in the Salt Lake City area, for the purpose of observing the open type classroom schools. The BIA teachers returned and reported their findings and recommendations. Regardless of the reports and recommendations, a tailor-made program had been contracted with the BIA. These teachers were to be the demonstration teachers of the Concho Open Classroom.

My observations of the open classrooms in Utah were that they were not enclosed by four walls but by dividers, and the so-called traditional type of teaching was evident in most cases.

Our Open Classroom started without any visible structure to the program. The flexibility of the open space contributed to the behavioral learning experiences of all students. In this classroom we seemed to run on "Indian Time", but we were scheduled.

The strengths of each teacher were exposed to the students in both group and individual instruction. I feel that this was a great experience for our teachers. They demonstrated their versitility, flexibility, endurance, stamina, and determination by their positive reaction against seemingly impossible situations.

We would like to have been in on the planning of the program. We felt we were being imposed upon. We feel we have a better understanding for the needs of our students than we are given credit for.

I would recommend that our teachers be given support in developing a program such as was recommended. Our entire staff needs to understand and help develop our Concho Philosophy. The diagnostic services should remain with us. All employees should be required to take special education courses for inservice training. All planning and programs should be with the students or with the thought that the student is paramount.

In my comparison between the open classrooms that we observed in the Salt Lake City area and the Concho Open Classroom, the Concho Open Classroom was head and shoulders above the others.

I watched this Concho program develop from near chaos to a well structured, confident, freedom-feeling, well controlled learning situation in less than two months. This is not a true evaluation, but an observation; however, should this program continue, there is a good possibility that the Concho program could be the proving-ground and showcase for all future Open Classrooms.

Edward L. Clark

Edward L. Clark
Project Coordinator
Concho Open Classroom Institute
Concho School

END-OF-SCHOOL ASSEMBLY SPEECH by DR. MAYBELLE HOLLINGSHEAD

I would like to take this opportunity to express my appreciation to the entire Concho staff and to the students for the contributions that you have made to the success of our Open Classroom.

To the administrative staff, Mr. Tillman, Mr. Clark, Mrs. Hill, Mrs. Penoi, and Mr. Glass, I want to express my appreciation for your cooperativeness and moral support which you have provided, and also for your assistance in developing the program, for the wealth of materials for the school, assistance in handling technical matters, and for the use of equipment in and outside of the classroom.

To each of the teachers who have worked so hard, we wish to say "Thank you." We appreciate the contributions each of you have made to the program, and especially do we appreciate the foresight of Mr. Tillman in recognizing the possibilities that this type of school has for boarding school students and for the faith he has exemplified towards his faculty.

We have made many mistakes, but battles are not won unless one is willing to risk making some mistakes along with winning some victories. The cost of our summer school cannot be just measured in terms of dollars and cents, but must also be measured in terms of personal costs -- frustrations encountered, failure to go on vacations during these weeks, and other things. But the victories in life are not won without somebody paying a price. You teachers and workers this summer have paid, but it has not been in vain. You have been victorious. Through your efforts our summer school has been successful, not only in our eyes, but in the

eyes of university educators and in the eyes of BIA evaluators. You have won the battle because you have experienced success in a new classroom situation. There is not the fear of the unknown, but there is a confidence within yourselves that "you can successfully teach in this type of situation." You have proven that you are conscientious and that you have the ability to adjust and to adapt to change. In the days ahead, other Bureau schools will be looking at your example, at your accomplishments, at your progress.

To the secretaries we wish to express our appreciation for your assistance and for your efficiency. To the dormitory staff, cafeteria staff, to the maintenance men, property and supply staff, and recreational staff and pupil personnel services -- we wish to express our appreciation for the part you have played in making this school a success.

In conclusion, we want to express our gratitude to you, the students, for your presence. We hope that you who have been involved in our Open Classroom have realized that learning can be fun and exciting, that you have come to recognize that because one is having fun in the classroom does not mean that he is not learning, but that more learning and greater retention takes place in a learning environment that is challenging and exciting.

To each of you -- staff and students -- I want to express my deep appreciation for your contributions to to this summer school and for accepting the challenge to be innovative.

Thank you! Have a good vacation!



Dr. Maybelle Hollingshead

Dr. Maybelle Hollingshead
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